

First Language (L1) Acquisition	
Factor	Questions to Address
<b>Age:</b> When does language acquisition begin and how does it progress?	Language acquisition begins at the time a child is born. The child hears how people speak and attaches what is said to what is being done. Children often first learn names, then proceed to learn and understand basic phrases. Once they are able to communicate, meaning is better negotiated and language is better understood. Once children learn to read, they are able to take in more vocabulary and begin to fully understand the phonetics of the language.
<b>Sound System:</b> How do young children learn the L1 sound system and the rules of the native language?	Children learn the L1 sound system by repeatedly hearing the sounds and learning to manipulate those sounds orally. This process often takes a long time for children. However, all children have an innate ability to do so. As far as the rules of the native language, most children have mastered the rules by the time they go to school through that same innate ability. However, common grammar errors such as the use of “ain’t” to say “is not” may go uncorrected until teachers instruct the children otherwise.
<b>Learning Environment:</b> Where does L1 take place and under what conditions and circumstances does early language learning occur?	L1 acquisition takes place anywhere where L1 is being spoken. When the child is receiving input in L1, he or she is being exposed to the language and is picking it up. Early language learning occurs when the child gets plenty of comprehensible L1 exposure. If someone works frequently with a child giving him or her comprehensible input, that child will likely develop L1 fluency much faster than a child that does not receive the same attention.
Second Language (L2) Acquisition	
Factor	Questions to Address
<b>Age:</b> When does second language acquisition begin and how does it progress?	Second language acquisition begins when a person is either immersed in an environment in which another language is spoken, begins taking a foreign language, or

	<p>decides to study a foreign language independently with a program such as Rosetta Stone. Progression depends on many factors. One factor is how much comprehensible input the second language learner receives and the quality of instruction that he or she receives. Another factor is how sociable the second language learner is. Also, the most important factor of all is motivation. The second language learner is more likely to be successful in second language acquisition if he or she is highly motivated.</p>
<p><b>Sound System:</b> How do second language learners learn the sound system and rules of the second language?</p>	<p>Second language learners learn the sound system and the rules of the language by either figuring them out during immersion or having them taught to them. There are arguments for both approaches. Immersion is becoming more popular and practical when acquiring BICS (basic interpersonal communication skills). However, ELLs need some guidance and instruction at times in order to help them make sense of the language. Some second language learners that begin to learn a language at an older age may never be able to perfectly manipulate the sounds as native speakers speak them.</p>
<p><b>Learning Environment:</b> Where does early L2 language acquisition take place and under what type of conditions?</p>	<p>L2 language acquisition can take place wherever L2 is being spoken. It can take place in the classroom, at work, or even at home if the learner has access to media in L2. Under proper instruction, the learner will make the most progress in class. However, if the learner is able to receive comprehensible output elsewhere in L2, he or she will be applying L2 to real-life situations and will progress even faster. Under the right circumstances, a person can learn L2 faster than he or she learned L1.</p>
<p><b>Related Factors:</b> What is interlanguage and fossilization and how do these things impact SLA?</p>	<p>Interlanguage includes the concepts of language transfer, overgeneralization, and simplification (Mason n.d.). Language transfer can either be positive or negative (Mason n.d.). Positive transfer is the transfer of concepts from L1 to L2 that work in both languages, while negative transfer is the transfer of concepts from L1 to L2 that are not appropriate for L2 (Mason n.d.). Overgeneralization is the inappropriate use of</p>

	<p>certain concepts in the language (Mason n.d.). An example of this might be saying “goed” instead of “went”, overlooking the irregular verb.</p> <p>Simplification is the imitation of a young child’s speech (Mason n.d.). It may be used because the learner has not yet learned how to complete sentences properly. Fossilization is what happens when the L2 learner becomes stuck in interlanguage forms and does not progress beyond them (Mason n.d.). Interlanguage and fossilization both impact SLA because interlanguage is a natural process that a learner goes through, comparing L2 to L1. That is his or her way of making sense of the language. It is good for L2 language instructors to know about both concepts in order to both understand how the language learner processes L2 and ensure that the learner does not fossilize.</p>

### Sources

Mason, T. (n.d.). *Didactics - 7 : Critique of Krashen III Natural Order Hypothesis (2):Interlanguage*. Retrieved from [http://www.timothyjpmason.com/WebPages/LangTeach/Licence/CM/OldLectures/L7 Interlanguage.htm](http://www.timothyjpmason.com/WebPages/LangTeach/Licence/CM/OldLectures/L7%20Interlanguage.htm)

Mason, T. (n.d.). *Didactics – 8 : Critique of Krashen III Natural Order Hypothesis (2): Interlanguage*. Retrieved from [http://www.timothyjpmason.com/WebPages/LangTeach/Licence/CM/OldLectures/L8 Interlanguage.htm](http://www.timothyjpmason.com/WebPages/LangTeach/Licence/CM/OldLectures/L8%20Interlanguage.htm)

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Steven Robinson 5-20-10